Lesson Title **Chapter one Data (1)**					
Learning outcomes	**Data Types** Strate gy	**subject**	**History** **class** **Period** 3-1	**Activity utilities**	**Evaluation**

Data Types

Text ***date***number***Boolean***

Choosing Data Type

1. The size of data that will be stored in the variable.
2. Identify the Data Type of the values stored in the va arithmetic and logical operations, expected to variable.

Declaration of Variable

```
Dim V_Name As String
```

Declaring Constants

```
Const C_Name as String = "جمهورية مصر العربية"
```

By the end of the lesson Student will be able to

List the * different .types of data

Choose the * appropriate .(Data type)

Declare * variables and .constant

Writing data types

Individual Paper

Dialogue and discussio

Questions

True or false**

1-Birth Day can be a valid variable name ( )

2-When writing the code (-) in the message box this creates a new line for the ( )

Chapter one Data (2)
Constant & Variables
Assignment statement

History			
class	3-1		
Period			

Learning outcomes	Strategy	**nosseL** **serudecorP**	**utilities**	**Evaluation**

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Assignment statements

By the end of the lesson Student will be able to

Assign *. variables

The Errors

Specify the * type of (Error) in the program .

1* **Syntax Error**

2* **Logic Error**

3* **Runtime Error**

Recognizes the importance of testing program

What is wrong *

```
Dim Number As Single = 5.
abel2.Text = pi + radius ^ 2
```

Brainstorming

Questions

Complete the following sentence

1- The variable type ..... is used to store single character in it

2- The variables types ....., ... are used for storing the values which contain TRUE OR FALSE

Lesson Title

Chapter one Data (3)

***Priorities perform calculations ** Errors**

History			
class	3-1		
Period			

التعليمي — **Lesson** إجـــراءات الـــــــدرس **Procedures** — الكمبيوتر

Learning outcomes	Strategy	subject		Activity utilities		Evaluation
		Priority rules for Arithmetic operations (Operator Precedence) 1. Parentheses starting from inside out. 2. Exponentials. 3. Multiplications and divisions from left to right. 4. Additions and subtractions from left to right.	**By the end of the lesson Student will be able to** Remember - what has been explained in the previous lesson Build * arithmetic expression according to the priority rules arithmetic operations training to questions	Solve some of the following exercises on the blackboard and the other in the paper X=2 y=3 z=4 A)x*(y+1) B)y^x*x-z*3 What is wrong * Res= (3^2*2) / (2*2-12/3) *Brainstorming*		Questions **Complete the following sentence** **3- Tthe numeric variable that stores only whole numbers from 0 – 255 is of data type…… ……**

Lesson Title

exercises Chapter I

History			
class	3-1		
Period			

التعليمي | nosseL | إجـــراءات الـــــــدرس serudecorP | الكمبيوتر

Learning outcomes	Strategy	subject	Evaluation

Put (√) or (X)

NO.	Question	Answer
1	One of the advantages of VB.NET is dealing with different types of data.	( )
2	One of disadvantage of VB.NET is dealing with different types of data.	( )
3	All the data entered into the VB.NET program language are stored temporarily in the computer memory.	( )
4	All types of data saved in the memory occupy the same storage space.	( )
5	A good programmer is the one who improves the rationalization of storage space in the computer memory.	( )
6	The value of the student's total grades is classified within the integer data types.	( )
7	The value of the student's name is classified in the **Miscellaneous** data types.	( )
8	The value of the student gender "male" or "female" is classified within the **Miscellaneous** data types "**Boolean**".	( )
9	Image of a student can be classified within the character data types.	( )
10	The value of the employee's salary can be classified within non integer numeric data types.	( )
11	Each data element stored in computer memory occupies a particular storage space and a particular range of values according to its data type.	( )

By the end of the lesson Student will be able to

Know how to answer questions

Remember what he taught

Various training Questions

Questions

Complete book's question

and experience

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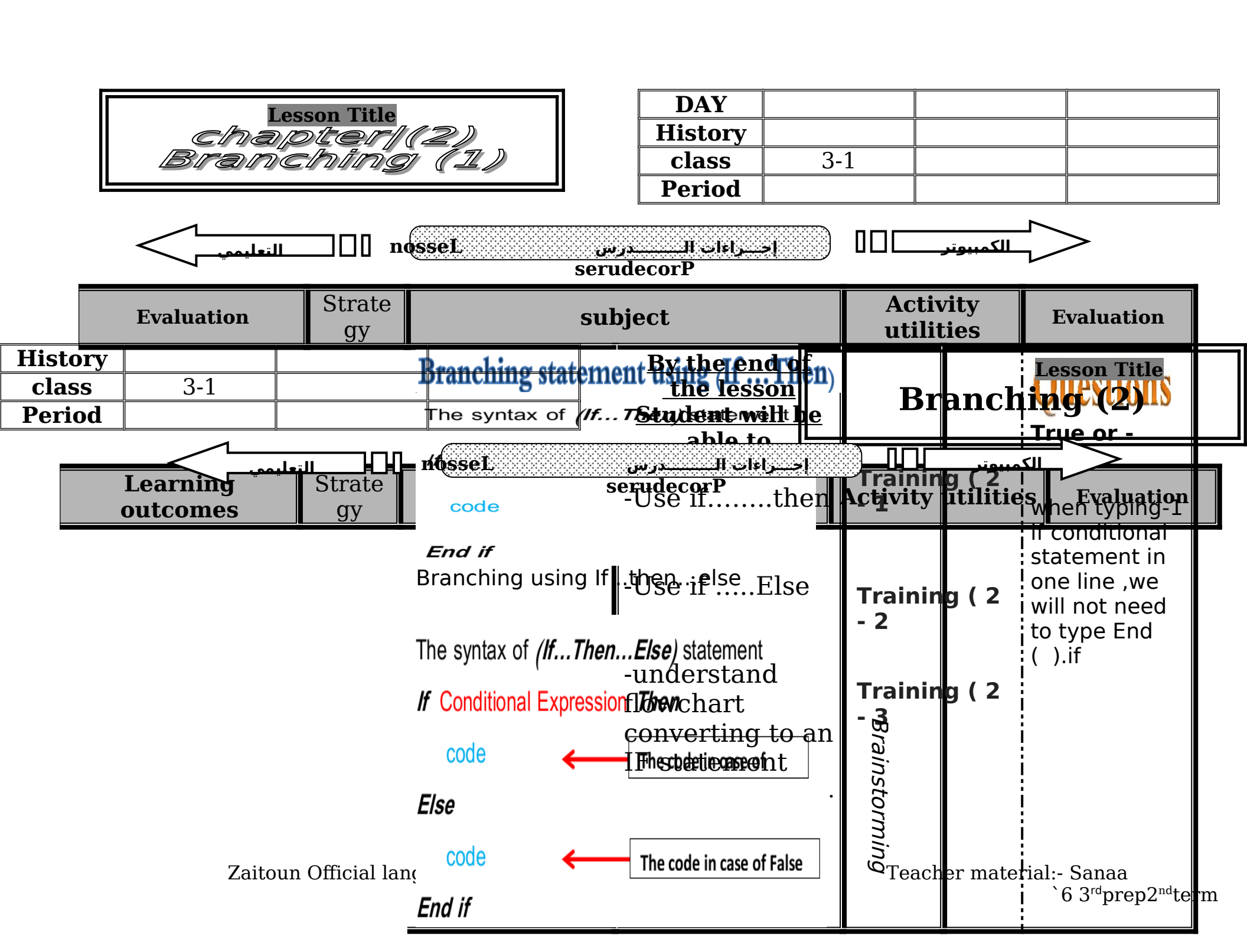
Lesson Title
chapter|(2)
Branching (1)
DAY
History
class
3-1
Period
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serudecorP
الكمبيوتر
Evaluation
Strategy
subject
Activity utilities
Evaluation
History
class
3-1
Period
Branching statement using (If ...Then)
The syntax of (If...Then) statement
By the end of the lesson Student will be able to
Branching (2)
Questions
True or -
Learning outcomes
Strategy
nosseL
إجـــراءات الـــــــدرس
serudecorP
Activity utilities
Evaluation
code
End if
Branching using If ...then...else
The syntax of (If...Then...Else) statement
If Conditional Expression Then
code
Else
code
End if
-Use if.....then
-Use if .....Else
-understand flowchart converting to an IF statement
The code in case of
The code in case of False
Training (2 - 1
Training (2 - 2
Training (2 - 3
Brainstorming
when typing-1 if conditional statement in one line ,we will not need to type End ( ).if
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Branching using Select case The syntax of (Select ...Case) state *Select ...Case* Variable *Case* value1 code *Case* value2 code *Case* value3 code .. .. *Case else* code *End Select*	**By the end of the lesson Student will be able to** Use Select case - compare If. Then, IF...else and Select case .	**Training (2 - 4)** **Training (2 - 5)** *Brainstorming*		Questions **True or - False** Case Else -1 statement used with)Select case (

Lesson Title exercises Chapter II	**History**		
	class	3-1	
	Period		

Learning outcomes	Strategy	subject	Evaluation

(1) Answer the questions with the help of the following code:

If X >= 50 Then
Msgbox("successful")
End if

A- Messagebox is shown with the text "successful" when : .....

B- If the value of X equals 50, the result of executing code is... .....

C. If the value of X equals 62, the result of executing code is ....

(2) Answer the following questions with the help of the general syntax of the IF .... Then" statement:

If Then Else

A- Write conditional expression testing the value of the variable Y if it is less than 0. .....

B- Replace the "Code 1" in the general syntax with a code that shows the text "a negative number" in the message box. .....

C- From the general syntax of statement (If .. Then .. Else) that if the conditional expression is true, then ..... is executed and if the expression is not achieved, then ..... is executed (Complete)

By the end of the lesson Student will be able to

Know how to answer questions

Remember what he taught

Various training .Questions and explaining

Questions

Complete book's question

History		
class	3-1	
Period		

Lesson title **Chapter3 (1)**
Looping & Procedures

Procedures

Result of learning	Strategy	View Lesson	Activity		Evaluation
		By the end of the lesson Student will be able to Clarify the concept of iterative loops. Use (For..Next)statement Control in the beginning, the end and the amount of increase in For..Next	Training (1) Training (2) *Brainstorming*	3 - 3 -	**Questions** **True or False** The counter label cannot be typed beside next at the end of (for... next) statement( )

Using (for….next)statement

General syntax for this statement

```
For Variable = Start Value To End Value Step Add Value
    Code
Next [Variable]
```

An important Notes

1. If the value of the increment is positive 1, it can be dispensed with writing Step Add Value, as the default value to increase the counter is positive 1.
2. Typing a variable name counter next to "Next "optional.

History		
class	3-1	
Period		

Lesson title **Chapter3(2)**
For…Next

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Result of learning	Strategy	View Lesson	Activity	Evaluation

Control the start value, end and step increment in the (for...Next)statement.

No	Example	
1	To display the odd number from 1to 10	For I = 1 To 1 Step 2 Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next
2	To display the even numbers from 2 to 10	For I = 2 To 1 Step 2 Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next
3	To display the numbers that can be divided by 3 starting from 3 to 20	For I = 3 To 2 Step 3 Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next
4	To display even numbers in descending order from 10 to 1.	For I = 10 To 1 Step -2 Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next
5	Display numbers from 1.50 to 0.5 with decremented by 0.05 each time	For I = 1.5 To .5 Step -0.05 Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next
6	To display the numbers from 1 to the value of B at increasing value of C	For I = 1 To B Step C Me.TextBox Text = Me.TextBox1.Text & I & vbCrLf Next

By the end of the lesson Student will be able to

Identify the concept of iterative loops.

Use (For..Next)statement to repeat a section of code specified number of times

Control in the beginning, the end and the amount of increase in For..Next

Questions

True or False

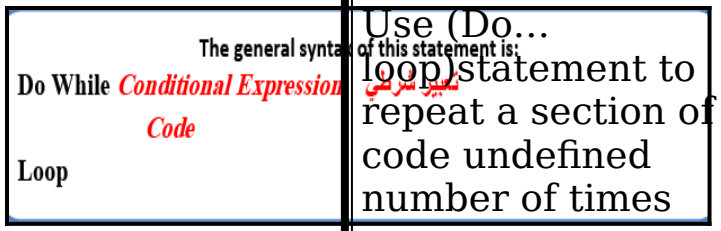
The value of (M) after the execution of loop (for M = 3 to 1 step -1) is 0 ( )

History		
class	3-1	
Period		

Lesson title **Chapter3(3)**
Do while

Result of learning	Strategy	View Lesson		Activity		Evaluation
		(Do...loop)statement The statement "Do while ... loop" is used to repeat a specific code for a several times of an unknown end, but based on a specific condition, so they are useful if you do not know the number of iterations emphatically. The code between the beginning of the loop "Do While" and its end will be implemented as long as the conditional expression is true. If the condition is not met for any reason, we get out of the iterative loop, and implement the code after the Loop if it exists.	**By the end of the lesson Student will be able to** Clarify the concept of iterative loops. Use (Do... loop)statement to repeat a section of code undefined number of times -Compare between (For..Next),(Do... loop)	**Training (3 - 5) Converting the For the Do While** **Training (3 - 6)** *Brainstorming*		Questions **Put (T) or (F)** (Do...loop) statement used when the repetition timer are previously known( )

The general syntax of this statement is:
Do While *Conditional Expression* تعبير شرطي
Code
Loop



History			
class	3-1		
Period			

Lesson Title **Chapter3 (4)**

Procedure &

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Result of learning	Strategy	New Lesson		Activity		Evaluation
A set of commands and instructions under a name, can be recalled by that name, so as to implement them, and create a (Sub) if we have a set of commands that are frequently used in more than one place in the class.		**Procedures** **Declaration of a Sub Procedure** Sub Name(Parameters) Code EndSub	**By the end of the lesson Student will be able to** Declare the (Sub) procedure . Call the (Sub) .procedure Use (Parameters) when declaring a (Sub) procedure	**Training (3 - 7)** **Training (3 - 8)** *Brainstorming*		Questions **Put (T) o (F)** 1- When you recall a **procedure** with the name Taxes (0.05), the value between the brackets is called **Argument**.(

Lesson Title

exercises Chapter II I

History			
class	3-1		
Period			

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Learning outcomes	Strategy	subject		Evaluation
		Declaration of a Function Function Function Name (Parameters) As DataType Code Return Value EndFunction **Where:** 1- "**Name**" expresses the name of the function. **2- "Datatype" identifies the type of the returned value of the function.** 3- "**Parameters**" represents the parameters that will be used in the code. 4- "**Code**" is a set of commands and instructions that will be executed on calling the Function. 5- "**Value**" is the returned value by the function. **Training (3 - 9)**	**By the end of the lesson Student will be able to** Declare the Function Remember what he taught Various training Questions	**Questions** **Complete book's question** and experience training

History	**Lesson Title**		
class	3-1	3-1	
Period			

Chapter (4)
Cyber bullying

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Result of learning	Strategy	View Lesson	Activity	Evaluation

The Definition of cyber bullying:-

Firstly: The forms of cyber bullying:

Secondly: The Electronic Media

Thirdly: Forms of Cyber Bullying

Fourthly: How to protect yourself from Cyber bullying?

Extra information

- **Revealing identity**
- **Firewall**
- **Secret codes**
- **Asking for help.**

By the end of the lesson Student will be able to

Define cyber bullying.

Distinguish between cyber bullying forms.

Follow the correct procedure to face cyber bullying.

Do you agree to download any programs via unknown internet sources?

Practical training

Questions

Put (T) or (F)

Harassment **-`1** and the threat are of the most important electronic means used in Cyber ( ) .bulling

Lesson Title

Revision

History			
class	3-1		
Period			

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Result of learning	Strategy	View Lesson	Evaluation

The first question: Tick (✓) in front of the correct statement and a sign (✗) in front of the wrong one for each of the following phrase:

No	Question	Answer
1	Cyber bullying is a deliberately aggressive behaviour, using electronic media for harassment, annoyance, disturbance, intimidation or threatening others .	( )
2	Cyber bullying is done through electronic means, such as social networking sites.	( )
3	Stealthy-mail is considered a form of Cyber bullying.	( )
4	Harassment and the threat are of the most important electronic means used in Cyber bulling.	( )
5	Harassment and blackmailing are forms cyber bulling.	( )
6	Stealing the person's account in the social networking sites or email is one of the risks that we may be exposed to through such media.	( )
7	Social networking sites help to meet new people you like to see to develop social relationships.	( )
8	In line with the rules of safe use. you should put an easy password passage for your private e-mail, in order to be able to remember,	( )
9	E-exception means following a particular person in all means of electronic communication.	( )
10	Electronic prosecution is intended to send an e-mail carrying a threat and holiday for one or more persons.	( )

By the end of the lesson Student will be able to

Know how to answer questions

Remember what he taught

Various training Questions.

Complete book's question

and experience

Lesson Title

Revision

History			
class	3-1		
Period			

Result of learning	Strategy	View Lesson		Evaluation	
		1. . Printed paper	**By the end of the lesson Student will be able to** 1- Know how to answer questions Remember what he taught Train Various Questions.	and experiencing	

Lesson Title

Revision

History			
class	3-1		
Period			

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Result of learning	Strategy	View Lesson		Activity		Evaluation
		Q7.	**By the end of the lesson Student will be able to** Know how to answer questions Remember what he taught Train Various Questions.	and explain.		